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ABSTRACT

This book describes two studies, the first of which is a single case study that interprets the practical knowledge of an exemplary fine arts supervisor. An analysis of ethnographic data portrays the supervisor's practical knowledge as constructed around a dialectical orientation between two constructs or landscapes of imagery: the empowerment and power of teachers, and bureaucratic power and control of administration. The second study describes the supervisor's influence on the practical knowledge of the consultants and specialists with whom she worked. Through indepth interviews with five women, it became apparent that feminist principles were emerging. The supervisor's transformational and charismatic leadership style was characterized through four dimensions--visionary qualities, the communication of a vision, the creation of trust and commitment, and the empowerment of others. Findings of the two studies suggest that consultants and supervisors develop a unique form of practical knowledge geared to the political context of curriculum reform. Moreover, the practical knowledge of consultants and supervisors may influence the practical knowledge of teachers, specialists, and consultants. It is suggested that the leadership role be dedicated to commitment, caring, and collaboration within the circle of empowerment. An index is included. (Contains 232 references.) (LMI)

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